



# Physical Education Policy

William Reynolds Primary School and Nursery

Date of policy creation:	June 2022
Date of policy review:	June 2024
Governing body signature:	

## **Information Page**

### **Links to other policies/documents**

Sport Funding action plan with impact statements

Nurture group Policy

Educational Visits Policy

Risk Assessment Folder

Child Protection and Safeguarding Policy

School Development Plan

Accident books

PE progression of knowledge and skills

## **Rationale and Intent**

At William Reynolds Primary School, we firmly believe that Physical Education should be experienced in a safe, supportive and encouraging environment. This helps our pupils understand that to be successful, not just in sport but in all areas of learning and life, you must work hard, show resilience, have determination and be prepared to practise things time and time again in order to get better and improve - to be the best we can be!

Our principle aims - from the National Curriculum in England - for PE are for pupils to:

- develop competence to excel in a broad range of physical activities
- be physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The core of our PE curriculum is the National Curriculum for England which is supported by Telford and Wrekin Schools Sports Partnership. In response to Government research, Alison Oliver MBE, Chief Executive of the Youth Sport Trust said: "Physically active children are happier and achieve higher levels of academic attainment than their less physically active peers." She continued "PE and sport are not a 'nice to have' in children's lives, and today more than ever they are essential to their physical, social and emotional development." With this in mind, pupils experience a variety of sports throughout their time at William Reynolds Primary School and Nursery, to help them to develop a love of sport and physical activity.

Our progression of knowledge and skills document shows how we cover the National Curriculum. All classes will have scheduled Physical Education lessons each week and in EYFS Physical Education is embedded through continuous provision as well as taught lessons.

## **Teaching and Learning**

### **Foundation Stage**

The EYFS curriculum includes rich opportunities for pupils' all-round development, enabling them to pursue happy, healthy, and active lives. Within the Foundation Stage, development of gross and fine motor skills are planned for through indoor and outdoor experiences. During Reception PE lessons, gymnastics, dance and games will be taught to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

### **Key stage 1**

As pupils move through Key Stage 1, they develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Planned lessons for the declarative and procedural knowledge in gymnastics, dance, multi-skills, athletics, and orienteering are taught. In Year 2, pupils will attend a 10-week course of swimming.

### **Key stage 2**

In Key Stage 2, pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They

communicate, collaborate, and compete in all eight areas of the PE curriculum. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Sports taught in each year group within KS2 are netball/basketball, hockey, athletics, and gymnastics. Other sports taught throughout KS2 are rounders, tennis, orienteering, dance, cricket, dodgeball, tag rugby and inclusive sports. In Years 4 & 6, pupils will attend a 10-week course of swimming where the aim is for all pupils to swim competently, confidently, and proficiently over a distance of at least 25 metres using a range of strokes.

## **Medium Term Planning**

Detailed Medium Term planning supports teachers to plan a sequence of progressive weekly lessons and over time, give the children time to master new declarative and procedural knowledge. Within this document, key objectives and vocabulary are outlined. Progression documents, for each area of PE, are used to support the Medium-term plan to ensure that staff are delivering a consistent and challenging curriculum.

The emphasis of our PE teaching is to encourage children to achieve enjoyment, satisfaction and success at their own level and to develop control, co-ordination, mobility, skill and confidence in a range of physical activities, an awareness of the physical capabilities of the body and to develop co-operative skills.

Each week, two lessons are timetabled for PE in KS2 and Year 2, one indoor and one outdoor session. In the Autumn and Spring Terms Year 1 children have 1 PE lesson per week, expanding to 2 lessons per week in the Summer Term.

As a school we actively aim for pupils in both Key Stages to spend at least 120 minutes (excluding changing time) on taught and directed physical activity per week (including break and lunch time activities).

## **House System**

All children at William Reynolds Primary School and Nursery who are in full time education are organised into one of the four Houses (**Wrekin**, **Wenlock Edge**, **Long Mynd** and **Stiperstones**). House Captains are appointed from among the children in Year 6 to help with the co-ordination of different Inter-House competitions and tournaments that take place both inside and outside curriculum time.

At the end of each unit of work, where relevant, all children take part in a competition with results being taken and points being awarded. The points accumulate over the year, including the annual sports day in the summer term, with the House Shield awarded to the House winning Sports Day and the House Trophy awarded at the end of each school year to the House with the most accumulated points over the whole year.

## **Role of the Subject Leader**

The subject leader will:

- Liaise with colleagues offering advice and support
- Produce and keep updated the policy and subject guidance in consultation with the staff
- Ensure the policy and scheme of work are implemented

- Keep up to date with developments in PE teaching
- Take a leadership role demonstrating good practice
- Keep resources up to date and well organised
- Liaise with other agencies and providers
- Attend, participate in and provide appropriate CPD
- Promote parental interest and understanding
- Participate in monitoring planning, teaching and learning within PE, in line with the school's monitoring procedures
- Develop and maintain a portfolio of evidence
- Keep staff informed and up to date in curriculum developments
- Act as PLT within the School Sport Partnership
- Work with the Head Teacher to plan the best use of the Sports Grant funding

### **Spiritual, Moral, Social and Cultural Education**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work as individuals and with each other in lessons. Our groupings and teams allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative, co-operative and evaluative work across a range of activities and experiences in Physical Education, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, including the contribution that sports and sportspeople from other cultures have made. They learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of a group or team.

### **Resources**

A variety of apparatus and resources are stored in the hall and the outdoor shed, and are safety checked on a regular basis.

### **School Sports Premium**

The government currently provides funding to improve the quality of physical education and sport for all pupils. This funding is ring-fenced and can only be spent on physical education and sport provision in schools.

At William Reynolds Primary School and Nursery, we use this funding to review our sporting provision and use the money to:

- Purchase and maintain a high standard of equipment and resources to support the teaching and delivery of PE within both Key Stages and the Foundation Stage.
- Support the CPD of all staff within the school, though attendance at relevant courses, team teaching and mentoring from the subject lead.
- Increase the schools participation in sporting competitions with other schools through the Telford and Wrekin Sports partnership.
- Employ a teacher to lead the organisation of swimming sessions in KS1 and 2

Full details of how our PE funding for each academic year will be spent can be found on the school website. The impact of this funding is reviewed on an annual basis.

### **Use of I.C.T**

Information and communication technology can enhance the teaching of PE, wherever appropriate, in all key stages. Children can use technology to record performances so that self and peer evaluation can take place in greater detail.

### **Online Safety**

To support children's learning in Physical Education, pupils may use specific online content or models and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Pupils may also be encouraged to use technology to support their learning and evaluation of their own and others performances through recordings on ipads or cameras. Pupils will be reminded about how to treat and use images and videos of others in an online and offline context.

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

### **Health and Safety (including Risk Assessments)**

Pupils are shown safe practices and the need for such practices. Generic risk assessments have been completed, by the subject leader for each of the areas of the curriculum (Athletics, Gymnastics and Dance, Invasion Games, Net/Wall Games, Striking and Fielding, Swimming, Use of Wall Bars). These are stored in the PE folder on the school's T:\drive. The list of generic risk assessments and their contents may be subject to change at any time, as determined by the subject leader, and should be checked every time an activity is planned. The school carries out a risk assessment for every sporting activity off the school site. Where an activity is organised by another agency their risk assessment is collected on the first visit (see Educational Visits Policy).

Regular checks should be made on all equipment, especially gymnastic apparatus. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituting a danger should be taken out of use immediately.

A LA approved contractor carries out an annual check of our sports equipment to ensure safety is maintained. First aid equipment should be available during lessons and at other events, and all the staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma are carried by children in inhaler pouches and must be kept readily accessible, particularly for all off site activities.

### **Equal Opportunities**

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning, we ensure that all children, with due respect to their culture, religion, background and physical ability, have equal access to all

areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work

### **Nurture groups**

Our nurture groups provision seeks to identify children, through a structured screening process called the Boxall Profile. This allows an individual picture of the child's social and emotional needs to be developed. These needs can then be addressed through small group interaction and structured activities in a calm and comfortable setting. Physical Education is one element of this nurturing group, and Sparklers, like other classes are allocated Physical Education time (see Nurture Group Policy).

### **Action Fun Club**

Pupils identified as having specific difficulty with fine and gross motor skill, are invited to attend 'Action Fun Club' which focuses on developing fine manipulative skills, as well as gross, co-ordination skill.

### **Active Break and Lunch times**

Physical activity is also promoted during break and lunch times. At break time there are a number of activities in which children can partake. These include multi-skills, a play park and an outdoor gym.

During lunch times a similar system is in place, in addition to these activities there is also a wide range of equipment and resources for the children to use.

### **Extended Schools provision**

After school clubs are run with the aim of promoting and developing healthy lifestyles. On occasion, the school hires in coaches from outside agencies and providers to offer opportunities that might otherwise not be offered.

### **Impact**

The impact of our curriculum is that:

- Pupils understand the importance and positive benefits of being physically active
- Pupils engage in regular physical activity
- Physical activity is high profile across the school
- Pupils know what safe and effective movement looks like in specific activities and perform them
- Pupils know the rules, strategies and tactics in specific activities and can apply them
- Pupils work as part of a team to achieve a goal
- Pupils have a positive attitude towards competition
- Teachers are confident and knowledgeable about PE.